



Calhoun: The NPS Institutional Archive
DSpace Repository

Theses and Dissertations

1. Thesis and Dissertation Collection, all items

1991

Evaluation of the U.S. Navy Education and Training Management Subspecialty program.

Gladney, Aron L.

Springfield, Virginia: Available from National Technical Information Service

<http://hdl.handle.net/10945/28191>

Downloaded from NPS Archive: Calhoun



Calhoun is the Naval Postgraduate School's public access digital repository for research materials and institutional publications created by the NPS community. Calhoun is named for Professor of Mathematics Guy K. Calhoun, NPS's first appointed -- and published -- scholarly author.

Dudley Knox Library / Naval Postgraduate School
411 Dyer Road / 1 University Circle
Monterey, California USA 93943

<http://www.nps.edu/library>

EVALUATION OF THE U.S. NAVY
EDUCATION AND TRAINING MANAGEMENT
SUBSPECIALTY PROGRAM

Prepared by
LT. Aron L. Gladney, USN

Dr. J.D. Smith
Chief of Naval Education and Training
Pensacola Florida

T253769

Table of Contents

List of Tables	iv
List of Figures	iv
List of Appendices	iv
Summary	v
 PROGRAM DESCRIPTION	 1
Background	1
Evaluation Purpose	1
Issues/Concerns	2
 METHODOLOGY	 3
Evaluation Design	3
Sampling	3
Data Collection	3
Instrument Objectives	4
Data Analysis	4
Limitations of Study	5
 FINDINGS	 6
Is the knowledge level specified by the ten ESR's acquired through the ETMS program?	6
Are the skills and knowledge attained from the ETMS program relevant and applicable to fleet education jobs?	10
Program Positive/Negative Comments and Recommended Improvements	14
 CONCLUSIONS & RECOMMENDATIONS	 17
 LITERATURE REVIEW	 18
References	19
 APPENDICES	 21

List of Tables

<u>Table</u>	<u>Page</u>
1. Questionnaire Response Rate.....	5
2. Level of ESR Knowledge Acquisition - Self Rated.....	7
3. Level of ESR Knowledge Acquisition - Supervisor Rated	8
4. Knowledge Acquisition - Abbreviated Summary - All Respondents	9
5. Level of ESR Relevancy to Fleet Job - Self Rated.....	11
6. Level of ESR Relevancy to Fleet Job - Supervisor Rated	12
7. Relevancy to Job - Abbreviated Summary - All Respondents.....	13
8. Positive ETMS Program Open Responses	14
9. Negative ETMS Program Open Responses	14
10. Recommended Change Responses to Improve ETMS Program	15
11. Breakdown of ETMS Graduate Respondents by University	A-3
12. ETMS Officer and Supervisor Career Enhancement Concepts	A-3

List of Figures

<u>Figure</u>	
1. ETMS Officer, Supervisors and Interviewees Level of Knowledge Bar Graph....	10
2. ETMS Officer, Supervisors and Interviewees Level of Relevance Bar Graph.....	14
3. ETMS Officer XX37 Billet Utilization Chart	A-2

List of Appendices

A. Client Requested Demographic Responses	A-1
B. Questionnaires.....	B-1
C. Questionnaire and Interview Open Response Summary.....	C-1
D. Cover Letters	D-1
E. ESR Course Addition Information	E-1

Description of Concern

The ETMS program is a Naval officer postgraduate degree program which was initiated in the early 1970's. It is offered through civilian universities, and results in a Masters of Arts degree in Education and the award of a Navy subspecialty code as an Education and Training specialist. Eight universities currently sponsor this program with various curricula, but in each case successful completion results in a MA in Education and subspecialty designation. The Chief of Naval Education and Training (CNET) office in Pensacola, Florida directs this program, creating education-skill requirements (ESR's) and then matching course offerings with Navy requirements to ensure a certain level of consistency throughout the varying degree requirements. The match between skill requirements and fleet needs is crucial to the success of the program. Graduates of the ETMS program are expected to go on in their Naval careers working in various positions in areas such as education and training, instructional design, and evaluation. There are currently 142 graduates now in the fleet. Periodic evaluation of the program is required to ensure that the program continues to evolve in response to fleet needs.

Recommendations

1. A second evaluation should be conducted targeting only and all of the XX37P coded officers currently in the fleet.
2. Naval Military Personnel Command should be alerted of the underutilization of ETMS officers and make adjustments in the assignment procedure to ensure that subspecialists are given a utilization tour within the first two tours after graduation as specified by OPNAV.
3. The follow up evaluation should be of sufficient size that only the responses of XX37P coded officers who have been or are in a utilization tour are used to determine the relevance of their education to fleet ETMS jobs.
4. Arrangements should be made with the civilian institutions to ensure that their ETMS program curricula meets all of the required objectives.
5. An optional recommendation is that an ESR course be taught at all host civilian institutions (or at a local base) by Navy instructors. An example of just such a course has been created

by an XX37P coded officer and will be taught this fall at Old Dominion University. For more information See Appendix E.

Rationale

The concept of relevancy of education to job needs is of great importance to both universities and employers. The majority of research that supports this statement falls into two broad categories; graduate's evaluation of the match between curricula and required job skills, and employers evaluation of graduates job skills, performance, and knowledge. Studies have determined that the more that is known about competencies needed in careers and are taken into account in curriculum development the more competitive graduates could be. Educational researchers have found evidence that follow-up studies have great value to any college, yet they have also found that follow-up studies of graduates to determine their perceptions of the strengths and weaknesses of curricula are infrequently undertaken

Current research demonstrates the ongoing need by both educational institutions and employers for continuing studies that evaluate the balance between employers needs and the curriculum provided for students. Such evaluations will help create a dynamic and systematic relationship between educational institutions and the work place.

Implications

There should be no major cost effects involved other than those normally accrued during the biannual on site curriculum evaluation. The possible exception to this being the creation of a "Navy ESR" course. As one ETMS officer has already created the course, it would merely necessitate the duplication costs and the assignment of appropriate civilians or NROTC staff to instruct the course at site universities.

PROGRAM DESCRIPTION

Background

The Education and Training Management Subspecialty (ETMS) program is a Navy officer postgraduate degree program which was initiated in the early 1970's. It is offered through various civilian universities, and results in the completion of a Masters of Arts degree in Education and the award of a Navy subspecialty code as an Education and Training specialist. Eight universities currently sponsor this program with various curricula, but in each case successful completion results in a MA in Education and subspecialty designation. The Chief of Naval Education and Training (CNET) office in Pensacola, Florida directs this program, matching course offerings with Navy requirements to ensure a certain level of consistency throughout the varying degree requirements. Graduates of the ETMS program are expected to go on in their Naval careers working in various positions in areas such as education and training, instructional design, and evaluation. There are currently 142 graduates who are out in the fleet.

Evaluation Purpose

- Are the knowledge and skills defined in the Education and Training Management Subspecialty (ETMS) Educational Skills Requirements (ESR), acquired by program participants?
- Are the skills and knowledge acquired with the ETMS Masters of Arts degree relevant and applicable to Navy education jobs in the fleet?
- What did Navy officers like and dislike about the ETMS program, and what would they do to improve it?
- And a question ultimately raised, though not addressed in this study, do Navy officers find certain universities' curricula more relevant to fleet jobs than others?

These are the questions that this evaluation hopes to provide answers and insights to.

The primary purpose for this evaluation is to determine the level ESR knowledge acquired, and if the skills gained from the ETMS program are useful and applicable to actual education jobs in the fleet. Additionally, it is hoped that information regarding the most optimal curricula/courses (or combination of curricula/courses) for the ETMS program would be identified. This secondary information would allow, at a later time, a comparison among the various universities' curricula for potential change and improvement. The evaluation project examined the opinions of ETMS graduates and their supervisors regarding their level of ESR knowledge acquisition, and the relevancy and applicability of their degree programs to their current jobs. Questionnaires and interviews were triangulated to access attitudes and opinions about the program. It is hoped that the summary of findings will be used to trigger further evaluation of individual university

curricula for optimal course determination, as well as be used for by decision-making groups to modify, or improve the existing programs to more readily meet fleet needs.

Issues / Concerns

The primary audience for this evaluation is CNET. Dr. J.D. Smith, head of Civilian Institutions Programs at CNET is the client. The secondary audience is Navy Postgraduate School at Monterey, Civilian Institutions coordinator, LT Padgett. Stakeholders would be the eight universities with ETMS programs: George Washington University, Harvard University, Memphis State University, Old Dominion University, San Diego State University, Stanford University, University of West Florida and recently added University of Rhode Island. Current and future ETMS students will also be stakeholders.

There are political implications concerning the various civilian university curricula being scrutinized, however as routine changes and upgrade of the program occur based on the Navy's requirements, potential problems should be minimized. This evaluation should prove to be a valuable tool for the existing program verification system. Both clients, CNET and Navy Postgraduate School, are very supportive and interested in this project.

Evaluation Design

A formative evaluation design was selected utilizing a goal oriented/decision focussed approach. The goal oriented approach was identified because of the clearly defined objectives of the ETMS program which facilitate agreement scale self-report measurement. This approach was not chosen singularly, however, as the program is ongoing and requires decision-focussed evaluation information for potential change and or improvement.

A qualitative evaluation was indicated due to the extraneous variables that could influence or invalidate quantitative measurements. Any tangible measurement (promotion, job selection, awards etc...) of an ETMS officer's competency/success in the field could not be isolated from such random variables as time in rank, fleet requirements, personality traits, and billet opportunities.

Sampling

The respondents for the questionnaire were a sample of ETMS subspecialty Naval officers currently in the fleet. The initial criteria for respondent sample was a maximum of two tours of duty (up to six years) after graduation from the program. A stratified random sample was then taken from the remaining the 96 ETMS officers that met the criteria listed above. The stratification process was based on rank of officers (Lieutenants and Lieutenant Commanders) to ensure an equally representative sample from those officers who met the initial criteria. Once stratified the sample was taken using the random numbers table. 40 questionnaires were mailed out to ETMS Subspecialists.

The respondents for the supervisors questionnaires were selected using the list of ETMS coded billets listed in a Navy officer billet listing publication. As only 15 billets were identified for ETMS Subspecialists only fifteen questionnaires were sent out, one to the supervisors at each command.

The respondents for the interviews were randomly selected from the remaining ETMS officer population. Both officers were working in XX37P coded billets. Both were contacted and interviewed by phone using the questionnaire as a format for the closed and open response questions.

Data Collection

Three types of data were collected for a triangulation of information. The first type was the questionnaires mentioned above. These were in a semi-structured format with a predominance of agreement scale questions followed by open response probes at the end. The questions asked the respondents to rate their

acquisition level of 10 ESR's, as identified as the Navy's ETMS program objectives, and their relevancy to fleet education jobs. The open-response portion of the questionnaires asked the sample for their personal ETMS history information, their opinions of the program, and their recommendations for program improvement.

The second collection method was also agreement scale questionnaires, however these were targeted at fifteen supervisors that oversee ETMS officers in fleet education jobs. This questionnaire followed the same format as above, only supervisors rated their subordinates on their mastery of the the 10 ESR's as well as the supervisors rating their perceptions of skill's relevancy to the job. It also ended with an open response section.

Finally two interviews were conducted. The interview, in a highly structured format, paralleled the questionnaires with the emphasis on open responses to all questions. The first part of the interview used the same format of the agreement scale questions used above. This was followed by the same open-ended questions that were also used at the end of the questionnaires.

Instrument Objectives

The following questions were addressed by this evaluation study via the two questionnaires and the interviews:

- Is the knowledge level specified by the ten educational skill areas acquired through the ETMS program?
- Are the skills attained from the ETMS program relevant and applicable to fleet education jobs?
- What did Navy ETMS officers like and dislike about the program and what would they do to improve it?

Additional information collected at the clients request include:

- University attended during ETMS program participation.
- How long between graduation and utilization tour.
- What is more career enhancing: department head or utilization tour.
- What continuing education has been pursued.

Data Analysis

The data collected was analyzed by two methods. The closed response data collected in the questionnaires was scored and rated on knowledge level, and the applicability and relevance (both graduate and supervisor ratings) of the 10 skill areas to education jobs. Values were assigned to responses on a scale of 1 to 5. One being very low, five being very high. Number and percentage of responses were assigned to ESR's by respondent category. Mean scores were also assigned for each ESR rating by

respondent category. The open responses were analyzed with the those from the interviews using the responses themselves to create categories or patterns of response. Trends were identified and then analyzed against the closed responses for potential commonality.

Limitations of Study

The major limitation of this evaluation is it's potential lack of generalizability. This is due to the low number of usable questionnaires returned by the sample. Besides the normal disinterest most people have for completing and returning questionnaires a secondary element was identified as the cause for low usability of responses. The sample was selected from a computer print out titled "XX37P Coded Officers" that was obtained from the Graduate Education Placement Department of the Navy Military Personnel Command at Washington D.C. As questionnaires were returned, it became apparent that the list sent from Washington contained not only XX37P coded officers, but XX37S coded officers as well. The "S" code identifies that the individual received their subspecialty rating not from a school program, but through experience alone. Table 1 demonstrates the response rates.

Table 1
Questionnaire Response Rate

	Sample Total N=55	Responses N=27	Percent Response
ETMS Graduates			
Lieutenant Commanders	20	11	55%
Lieutenants	20	10	50%
Total	40	21	55%
(Usable)		(15)	(37%)
ETMS Officer Supervisors	15	6	40%

Basically despite the fact of a 55% questionnaire return rate from the ETMS officers, after removing the XX37S officers from the returned data, only 37% of those returned were usable. Due to time restrictions it was not possible to request a second "purified" list of P coded officers and re-select the sample.

The following information was collected and divided into three primary sections to address the major evaluation questions: Is the knowledge level specified by the ten educational skill areas acquired through the ETMS program?; Are the skills and knowledge attained from the ETMS program relevant and applicable to fleet education jobs?; What did Navy ETMS officers like and dislike about the program and what would they do to improve it? The additional demographic information collected at the client's request can be found in Appendix A.

Is the knowledge level specified by the ten ESR's acquired through the ETMS program?

Educational skill requirements were rated by the sample based on level of knowledge attained and level of relevance to fleet jobs. The findings from the data were further divided by ETMS officers self rated information, and ETMS Officer Supervisor rated information. Finally all data collected, including interviews were compared in tables under each heading.

Budget constraints and fleet needs dictate that the Navy educational programs not only identify specific knowledge required for a field, but ensure that it is acquired by program participants. Table 2 displays the rate of ESR knowledge acquired as identified by actual ETMS officers based on number and percent of responses to each knowledge acquisition level. The major portion of the respondents rated their knowledge acquisition of ESR's as moderate to high. The noticeable exceptions are ESR's 2,3, and 9. All three of these skill requirements (Naval Education and Training organization, Planning Programming and Budgeting System, and Contract Administration) are very uniquely "Navy" oriented which might help explain the lack of this type of education in civilian university programs. This table also illustrates the central tendency in scoring, with a very strong inclination for a "moderate" rating average.

Table 2
Level of ESR Knowledge Acquisition
(Self-Rated)
N=15

Educational Skill Requirement Level	Very High	High	Moderate	Low	Very Low	No Opinion
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
1. Knowledge of basic Management Principles:	6.5% (1)	47% (7)	40% (6)	6.5% (1)	0%	0%
2. Knowledge of Naval Education and Training (NAVEDTRA) organization and operations:	0%	13% (2)	27% (4)	20% (3)	40% (6)	0%
3. Knowledge of Planning, Programming and Budgeting System (PPBS):	6.5% (1)	0%	20% (3)	40% (6)	27% (4)	6.5% (1)
4. Knowledge of the principles and applications of Instructional Systems Development (ISD):	27% (4)	13% (2)	20% (3)	20% (3)	20% (3)	0%
5. Knowledge of Personnel/Manpower management policies and procedures:	20% (3)	27% (4)	40% (6)	6.5% (1)	6.5% (1)	0%
6. Knowledge of training/educational psychology:	47% (7)	33% (5)	13% (2)	6.5% (1)	0%	0%
7. Knowledge of the Training Research and Development process:	0%	33% (5)	47% (7)	13% (2)	0%	6.5% (1)
8. Knowledge of the applications of computer technology to Education/Training management:	13% (2)	20% (3)	40% (6)	13% (2)	13% (2)	0%
9. Knowledge on Contract Administration:	0%	6.5% (1)	20% (3)	40% (6)	27% (4)	6.5% (1)
10. Knowledge on existing and conceptual training systems:	13% (2)	6.5% (1)	40% (6)	27% (4)	0%	13% (2)

Table 3 quantifies the same type of data as rated by ETMS officer supervisors.

Table 3
Level of ESR Knowledge Acquisition
(Supervisor Rated)
N=6

Educational Skill Requirement Level	Very High	High	Moderate	Low	Very Low	No Opinion
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
1. Knowledge of basic Management Principles:	67% (4)	33% (2)	0%	0%	0%	0%
2. Knowledge of Naval Education and Training (NAVEDTRA) organization and operations:	50% (3)	33% (2)	16.5% (1)	0%	0%	0%
3. Knowledge of Planning, Programming and Budgeting System (PPBS):	16.5% (1)	50% (3)	16.5% (1)	0%	16.5% (1)	0%
4. Knowledge of the principles and applications of Instructional Systems Development (ISD):	67% (4)	33% (2)	0%	0%	0%	0%
5. Knowledge of Personnel/Manpower management policies and procedures:	83% (5)	16.5% (1)	0%	0%	0%	0%
6. Knowledge of training/educational psychology:	83% (5)	16.5% (1)	0%	0%	0%	0%
7. Knowledge of the Training Research and Development process:	67% (4)	16.5% (1)	16.5% (1)	0%	0%	0%
8. Knowledge of the applications of computer technology to Education/Training management:	16.5% (1)	50% (3)	16.5% (1)	16.5% (1)	0%	0%
9. Knowledge on Contract Administration:	16.5% (1)	16.5% (1)	16.5% (1)	16.5% (1)	33% (2)	0%
10. Knowledge on existing and conceptual training systems:	67% (4)	16.5% (1)	16.5% (1)	0%	0%	0%

This table shows that the majority of supervisors rate their ETMS officers as having a moderate to very high level of ESR knowledge acquisition. Only one skill area was rated below this, skill requirement

number 9, which was rated low to moderate. As stated before, Navy Contract Administration can be very specific in terms of Navy regulations which would make certain aspects of it difficult to be offered as a regular course at a civilian university. It is also apparent that supervisors rate the knowledge of their ETMS officers more highly than the actual officers themselves. Table 4 is an abbreviated summary of the number and percentages of the responses for all of the respondents as a comparison of rating levels.

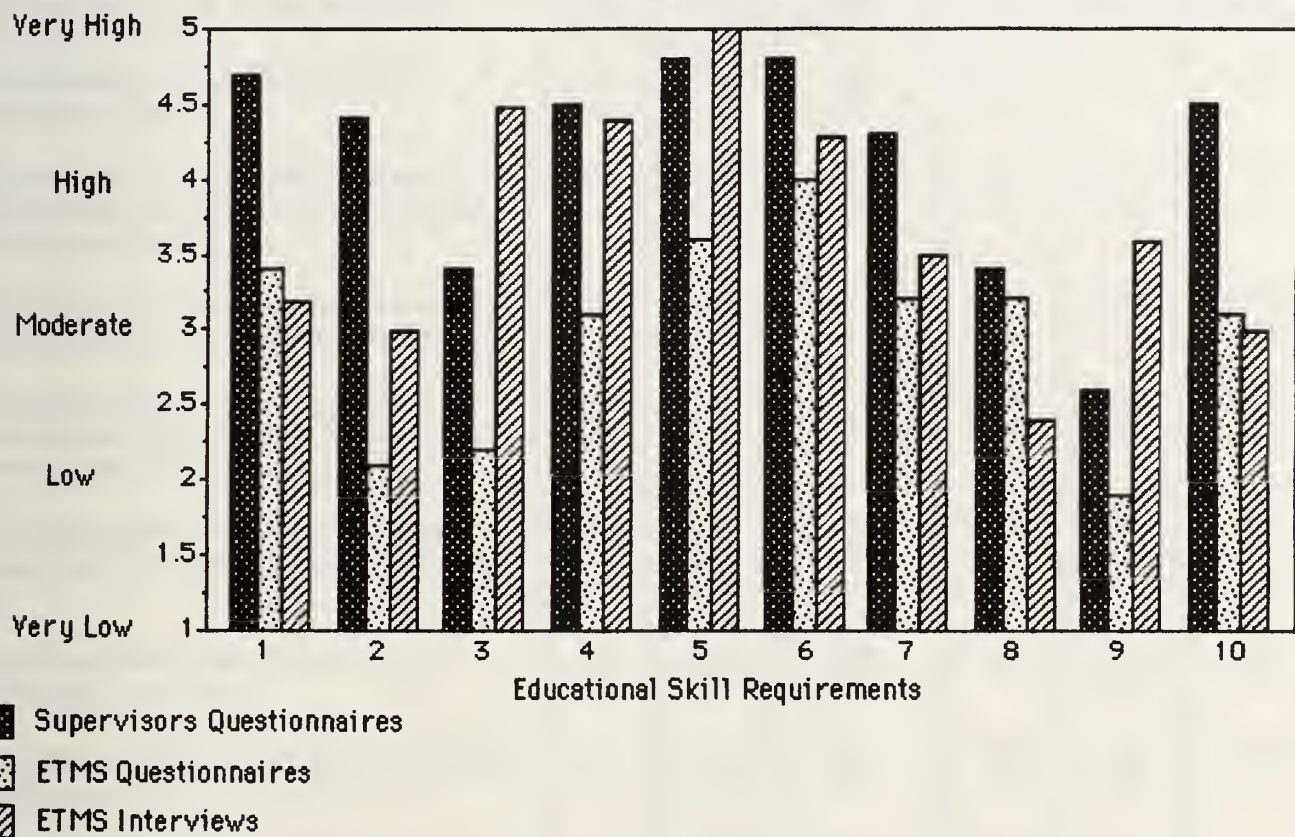
Table 4
Knowledge Acquisition: Abbreviated Response Summary
ETMS officers, Interviewees, and Supervisors

ESR # and Respondents	High to Very High % (N)	Moderate % (N)	Low to Very Low % (N)	No Opinion % (N)
ESR # 1. ETMS officers	53.5% (8)	40% (6)	6.5% (1)	0%
Interviewees	100% (2)	0%	0%	0%
Supervisors	100% (6)	0%	0%	0%
ESR # 2. ETMS officers	13% (2)	27% (4)	60% (9)	0%
Interviewees	0%	50% (1)	50% (1)	0%
Supervisors	83% (5)	16.5% (1)	0%	0%
ESR # 3. ETMS officers	6.5% (1)	20% (3)	67% (10)	6.5% (1)
Interviewees	100% (2)	0%	0%	0%
Supervisors	67% (4)	16.5% (1)	16.5% (1)	0%
ESR # 4. ETMS officers	40% (6)	20% (3)	40% (6)	0%
Interviewees	100% (2)	0%	13% (2)	0%
Supervisors	100% (6)	0%	0%	0%
ESR # 5. ETMS officers	47% (7)	40% (6)	13% (2)	0%
Interviewees	100% (2)	0%	0%	0%
Supervisors	100% (6)	0%	0%	0%
ESR #6. ETMS officers	80% (12)	13% (2)	6.5% (1)	0%
Interviewees	100% (2)	0%	0%	0%
Supervisors	100% (6)	0%	0%	0%
ESR #7. ETMS officers	33% (5)	47% (7)	13% (2)	6.5% (1)
Interviewees	50% (1)	50% (1)	0%	0%
Supervisors	83% (5)	16.5% (1)	0%	0%
ESR # 8. ETMS officers	33% (5)	40% (6)	27% (4)	0%
Interviewees	0%	100% (2)	0%	0%
Supervisors	67% (4)	16.5% (1)	16.5% (1)	0%
ESR # 9. ETMS officers	6.5% (1)	20% (3)	67% (10)	6.5% (1)
Interviewees	50% (1)	50% (1)	0%	0%
Supervisors	33% (2)	16.5% (1)	67% (3)	0%
ESR # 10. ETMS officers	20% (3)	40% (6)	27% (4)	13% (2)
Interviewees	50% (1)	50% (1)	0%	0%
Supervisors	83% (5)	16.5% (1)	0%	0%

Here by including the interviews, the wide range of response is evident. A better way to view this information is using the mean scores assigned for all three sample groups, as shown in Figure 1. An interesting feature identified here is that the interview responses are much closer in rating value to the supervisors than that of the rest of the ETMS officers who responded to the questionnaires.

Figure 1

Level of Knowledge of Educational Skill Requirements



This figure demonstrates the vast variation of opinions on skill requirement acquisition. Because of the limited number of responses on which it is based, it is very difficult to identify any commonality in the ratings. Those skill areas with the most obvious similarity in means are ESR 6 - Education and Training psychology, rated high to very high, and ESR 7 - Training Research and Development Processes rated moderate to high. The overall mean for the ESR knowledge level is 3.6 or moderate to high.

Are the skills and knowledge attained from the ETMS program relevant and applicable to fleet education jobs?

The second major area of information collected was on the perceived level of ESR relevancy to fleet jobs. The first part of this discussion of findings will focus in on ESR relevancy as rated on the ETMS officers

questionnaires. This area of report had a great potential for variability due to the varying jobs and degrees of skills required in each.

Table 5
Level of ESR Relevancy to Fleet Job
(Self Rated)
N=15

	Very High	High	Moderate	Low	Very Low	No Opinion
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Educational Skill Requirements						
1. Relevance of basic Management Principles to the job:	27% (4)	47% (7)	20% (3)	6.5% (1)	0%	0%
2. Relevance of Naval Education and Training (NAVEDTRA) organization and operations to the job:	20% (3)	13% (2)	27% (4)	13% (2)	33% (5)	0%
3. Relevance of Planning, Programming and Budgeting System (PPBS) to the job:	0%	27% (4)	27% (4)	20% (3)	20% (3)	6.5% (1)
4. Relevance of the principles and applications of Instructional Systems Development (ISD) to the job:	27% (4)	13% (2)	6.5% (1)	47% (7)	6.5% (1)	0%
5. Relevance of Personnel/Manpower management policies and procedures to the job:	40% (6)	40% (6)	13% (2)	6.5% (1)	0%	0%
6. Relevance of training/educational psychology to the job:	20% (3)	47% (7)	20% (3)	0%	13% (2)	0%
7. Relevance of the Training Research and Development process to the job:	0%	27% (4)	27% (4)	27% (4)	13% (2)	6.5% (1)
8. Relevance of the applications of computer technology to Education/Training management to the job:	13% (2)	47% (7)	13% (2)	13% (2)	13% (2)	0%
9. Relevance on Contract Administration to the job:	6.5% (1)	27% (4)	6.5% (1)	20% (3)	33% (5)	6.5% (1)
10. Relevance on existing and conceptual training systems to the job:	13% (2)	6.5% (1)	40% (6)	13% (2)	13% (2)	13% (2)

This table demonstrates that for nine out of ten of the skill areas, more than half of the respondents rated them very highly relevant. The exception being Contract Administration which was rated by 53% as low to very low in job relevance. This table especially interesting with it's consistent polarity of the ETMS officer responses. This could be due to the fact that just less than half (as identified later on in this report) of the respondents had ever even worked in an XX37P (ETMS) coded billet. The overall mean average for all ten

skill areas was 3.12, or slightly higher than a moderate level of job relevancy. Table 6 lists the responses on relevancy as perceived by ETMS Officer supervisors.

Table 6
Level of ESR Relevancy to Fleet Job
(Supervisor Rated)
N=6

	Very High	High	Moderate	Low	Very Low	No Opinion
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Educational Skill Requirements						
1. Relevance of basic Management Principles to the job:	83% (5)	16.5% (1)	0%	0%	0%	0%
2. Relevance of Naval Education and Training (NAVEDTRA) organization and operations to the job:	50% (3)	16.5% (1)	16.5% (1)	0%	16.5% (1)	0%
3. Relevance of Planning, Programming and Budgeting System (PPBS) to the job:	16.5% (1)	33% (2)	16.5% (1)	16.5% (1)	16.5% (1)	0%
4. Relevance of the principles and applications of Instructional Systems Development (ISD) to the job:	16.5% (1)	33% (2)	0%	33% (2)	16.5% (1)	0%
5. Relevance of Personnel/Manpower management policies and procedures to the job:	50% (3)	50% (3)	0%	0%	0%	0%
6. Relevance of training/educational psychology to the job:	67% (4)	33% (2)	0%	0%	0%	0%
7. Relevance of the Training Research and Development process to the job:	0%	0%	50% (3)	33% (2)	16.5% (1)	0%
8. Relevance of the applications of computer technology to Education/Training management to the job:	0%	16.5% (1)	33% (2)	16.5% (1)	33% (2)	0%
9. Relevance on Contract Administration to the job:	33% (2)	16.5% (1)	0%	50% (3)	0%	0%
10. Relevance on existing and conceptual training systems to the job:	16.5% (1)	33% (2)	16.5% (1)	16.5% (1)	16.5% (1)	0%

This table once again shows that Supervisors (with two exceptions) consistently rate ESR's higher than their ETMS officers. The majority of the skill areas were rated at a moderate to very high level of relevance to fleet jobs. The overall mean score for all ten of the ESR's was 3.5 or moderate to high. The exception to this were ESR 7 - Training Research and Development, and ESR 8 - Computer Technology. Both were

rated as low in job relevance. Table 7 once again summarizes all the responses from the sample on on ESR relevancy to fleet jobs.

Table 7
ESR Relevancy to Job: Abbreviated Response Summary
ETMS officers, Interviewees, and Supervisors

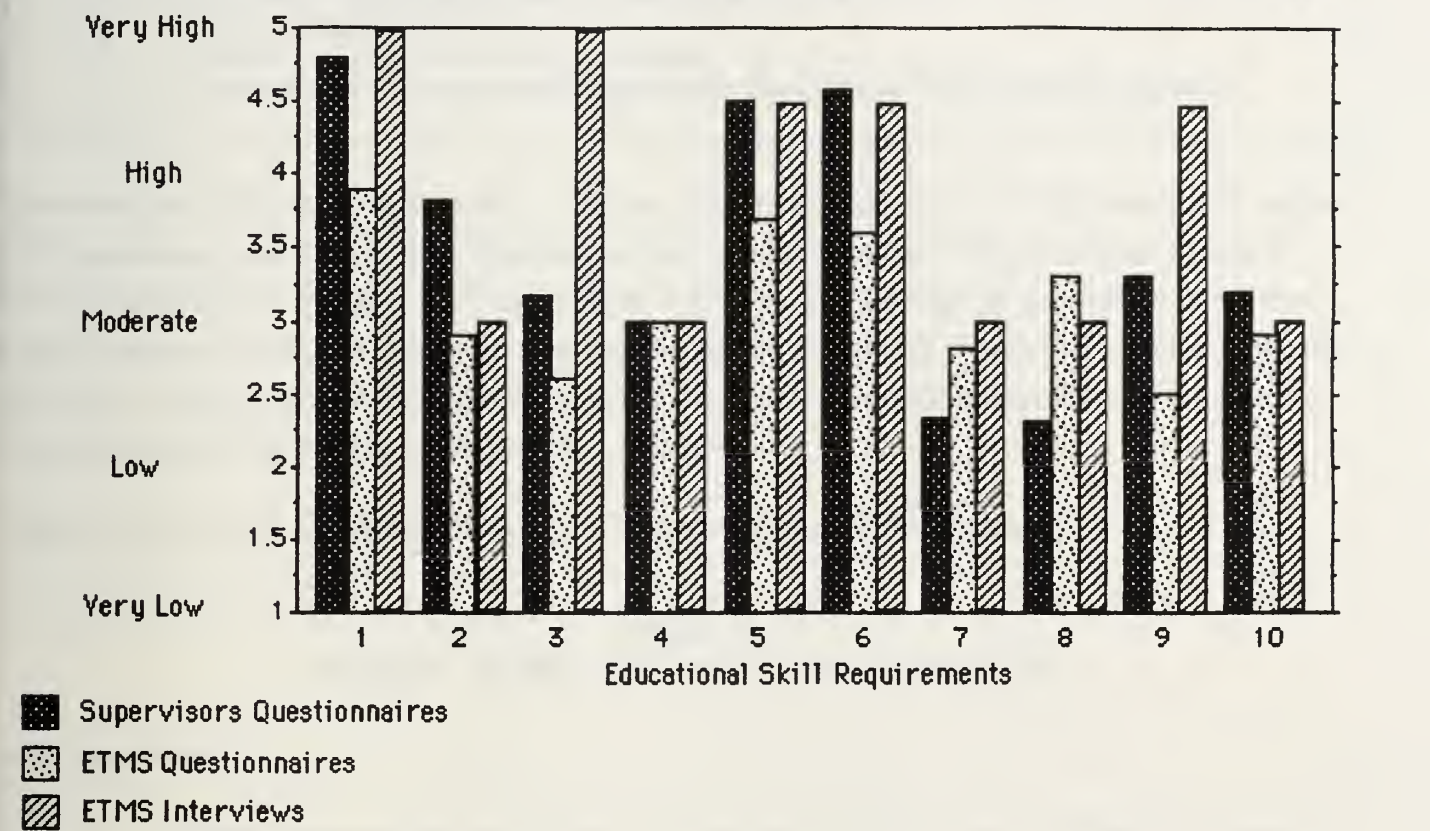
ESR # and Respondents	High to Very High % (N)	Moderate % (N)	Low to Very Low % (N)	No Opinion % (N)
ESR # 1. ETMS officers	73% (11)	20% (3)	6.5% (1)	0%
Interviewees	100% (2)	0%	0%	0%
Supervisors	100% (6)	0%	0%	0%
ESR # 2. ETMS officers	33% (5)	27% (4)	47% (7)	0%
Interviewees	50% (1)	0%	50% (1)	0%
Supervisors	67% (4)	16.5% (1)	16.5% (1)	0%
ESR # 3. ETMS officers	27% (4)	27% (4)	40% (6)	6.5% (1)
Interviewees	100% (2)	0%	0%	0%
Supervisors	50% (3)	0%	50% (3)	0%
ESR # 4. ETMS officers	40% (6)	6.5% (1)	53% (8)	0%
Interviewees	50% (1)	0%	50% (1)	0%
Supervisors	50% (3)	0%	50% (3)	0%
ESR # 5. ETMS officers	80% (12)	13% (2)	6.5% (1)	0%
Interviewees	100% (2)	0%	0%	0%
Supervisors	100% (6)	0%	0%	0%
ESR #6. ETMS officers	67% (10)	20% (3)	13% (2)	0%
Interviewees	100% (2)	0%	0%	0%
Supervisors	100% (6)	0%	0%	0%
ESR #7. ETMS officers	27% (4)	27% (4)	40% (6)	6.5% (1)
Interviewees	50% (1)	0%	50% (1)	0%
Supervisors	0%	50% (3)	50% (3)	0%
ESR # 8. ETMS officers	60% (9)	13% (2)	27% (4)	0%
Interviewees	50% (1)	0%	50% (1)	0%
Supervisors	16.5% (1)	33% (2)	50% (3)	0%
ESR # 9. ETMS officers	33% (5)	6.5% (1)	53% (8)	6.5% (1)
Interviewees	100% (2)	0%	0%	0%
Supervisors	50% (3)	0%	50% (3)	0%
ESR # 10. ETMS officers	20% (3)	40% (6)	27% (4)	13% (2)
Interviewees	50% (1)	0%	50% (1)	0%
Supervisors	50% (3)	16.5% (1)	33% (2)	0%

This table points out that most of the respondents (again with two exceptions) rated ESR to job relevancy as moderate to very high. It is also more consistent and shows more commonality in opinion than the earlier representation on knowledge acquisition. This is even more apparent in Figure 2, which is a bar graph of

the ESR means for each set of respondents. This chart graphically demonstrates the particular similarity in ratings of most of the skill areas except ESR's 3 and 9.

Figure 2

Level of Relevance of Educational Skill Requirements



The commonality shared in the majority of ratings of the ESR's job relevance seem to point to it as being more universally measured by both ETMS officers and their Supervisors. The overall mean for the 10 skill areas is a 3.5, or a moderate to high relevancy factor. The two low to moderate rated areas were Training Research and Development (ESR 7), and Computer Technology Applications (ESR 8).

Program Positive/Negative Comments and Recommended Improvements

The final section of the findings and the questionnaire/interviews related to the perceived "good and bad" aspects of the ETMS program. The following tables summarize the most frequently cited positive and negative open-responses at the end of the questionnaires and interviews. For a complete summary of all responses, see Appendix C.

Table 8
Positive ETMS Program Open Responses

(N)		
1.	2	Interesting subject variety and selection
2.	2	Good adult learning and educational psychology courses
3.	2	Outstanding ISD instruction
4.	2	Business courses were the most valuable
5.	2	Graduates have an extensive background in Educational Training and Management

The second and third responses are useful in that they support data collected in the agreement scale portion of the questionnaires and interviews. Response number two directly reflects the overall mean rating of knowledge acquisition of high to very high in ESR 6- Training and Educational psychology. Response number three is interesting in that it coincides with the overall mean rating of high in knowledge acquisition for ESR 4. Response number five lightly contradicts the overall mean rating of moderate to high for the knowledge acquisition of ESR 1, Management Principles.

Table 11 lists the most frequently cited negative responses about the ETMS program.

Table 9
Negative ETMS Program Open Responses

(N)		
1.	5	Many course options aren't relevant to program (ie. School Law, Computer Programming, Client/consultant courses)
2.	4	University ETMS program advisor is not helpful
3.	4	Courses geared strictly to civilian programs/needs (primarily teachers and principals)
4.	3	No courses on Contract Administration - need for job
5.	3	Management courses redundant for Naval Officers
6.	3	Frequently courses most relevant to ESR's not offered (during program completion time)

The comments made in response one, that courses are frequently not applicable to the program (computer programming is one of the courses cited), supports the overall low to moderate relevancy rating of ESR 8 - Computer Technology. On the other hand it does not support the low to moderate rating of knowledge level for the same skill area. Response four about Contract Administration supports the overall very low to low rating for knowledge level of ESR 9, and becomes an important statement when compared to an overall rating of moderate to high in job relevancy. Response number five on management courses, is balanced by an overall rating for ESR 1 (Management Principles) of Moderate to High in knowledge level but a high to very high level of relevancy. The final response is especially interesting in that it supports the low to moderate rated knowledge level ESR's (2- NAVEDTRA Organization, 3- Planning Programming and

Budgeting System and 9- Contract Administration). The last response validates the need for courses that need the curricula standards for ESR's 2,3, and 9.

This last table summarizes the most frequently mentioned comments on changes to improve the program that the respondents said that they would like to see. As above a complete summary of all responses can be found in Appendix C.

Table 10
Recommended Change Responses to Improve ETMS Program

(N)		Add courses on:
1.	4	Contract Administration
2.	3	Program evaluation
3.	2	How Navy training courses curriculum are designed and developed
4.	2	ISD (specially test development and objective writing
5.	2	Navy Training ESR course
6.	2	Educational Technology (development and training aids)

The most frequently cited responses all involve course additions. While responses one and three are supported by previously mentioned low to moderate rated knowledge level ESR's, responses four and six are contradicted by the low to moderate job relevancy of their related ESR's.

CONCLUSIONS & RECOMMENDATIONS

1. Based on the small size of the useable response from the sample, this evaluation may not be generalizable to the entire ETMS program and it's community of subspecialists.

2. More than half of the responses were received from ETMS officers who have never been in a utilization tour.

3. Three Educational Skill Requirements (Contract Administration, Personnel Planning and Budgeting System, and NAVEDTRA Organization) are not sufficiently addressed by most civilian universities.

A secondary evaluation should be conducted targeting only and all of the XX37P coded officers.

Naval Military Personnel Command should be alerted to this and make adjustments in the assignment procedure to ensure that subspecialists are given a utilization tour within the first two tours after graduation as specified by OPNAV.

The follow up evaluation should be of sufficient size that only the responses of XX37P coded officers who have been or are in a utilization tour are used to determine the relevance of their education to fleet ETMS jobs.

Arrangements should be made with the civilian institutions to ensure that their ETMS program curricula meets all of the required objectives.

An optional recommendation is that an ESR course be taught at all host civilian institutions (or at a local base) by Navy instructors. An example of just such a course has been created by and XX37P coded officer and will be taught this fall at Old Dominion University. For more information See Appendix E.

LITERATURE REVIEW

The concept of relevancy of education to job needs is of great importance to both universities and employers. The majority of literature that supports this statement falls into two broad categories; graduate's evaluation of the match between curricula and required job skills, and employers evaluation of graduates job skills, performance, and knowledge.

Wheelock and Zekeri (1988) conducted a study that attempted to determine which competencies former students found most essential to their careers. They hypothesized that the more that is known about competencies needed in careers and are taken into account in curriculum development the more competitive graduates could be. According to Cedergrin (1985) continuing follow-up has great value to any college, yet he feels that follow-up studies of graduates to determine their perceptions of the strengths and weaknesses of curricula are infrequently undertaken. In his book, Konrad (1975) expressed the opinion that data that are generated from follow-up studies should be utilized as soon as they are available and then stored in a management information system until further analysis can be undertaken. In an article by Hoyt (1987), results from a 1987 Gallup poll are cited that indicate only about half of the employed college graduates said that their skills and abilities were being used "very well" in their current jobs. Houghton's studies (1971) of the business program at Southern Oregon College found that the weakest aspects of the program in the opinion of the graduates were that the courses were too theoretical and the curriculum was poor. In another recent study (Gerbert 1988) surveys were used to identify the topics that new dentists believed to be under-emphasized in the dental school curriculum as well as those that are most important to dental practice.

Carnoy (1979) researched the role of education in meeting employment objectives in the hopes of identifying policy oriented planning procedures to ensure employer needs are met. Also hoping that the results of study would help improve educational programs to better meet employers' needs, Travis and Jones (1976) had supervisors evaluate graduates in the area of job performance. In a another study to determine how adequately college prepared 1978 graduates for employment in some specific job skill and areas of knowledge, Campbell and Dogoloff (1979) found that employers rated 94% of graduates performance of job skills as "adequate or more than adequate." Additionally, the survey results indicated that while supervisors rated the overall job performance of graduates as adequate or more than adequate, they cited the need for improvement in technical and problem solving skills.

These studies demonstrate the ongoing need by both educational institutions and employers for continuing research that evaluates the balance between employers needs and the curriculum provided for students. Such evaluations will help create a dynamic and systematic relationship between educational institutions and the work place.

REFERENCES

- Alkin, M. C., Daillak, K., & White, P. (1979). Using evaluations: Does evaluation make a difference? Newbury Park, CA: Sage.
- Beer, B. & Bloomer, A.C. (1986). Levels of Evaluation. Educational Evaluation and Policy Analysis, Vol. 8 (4), 335-434.
- Campbell, W. G. & Dogoloff, S. A. (1989, October). Employer Evaluations of the Professional Competencies of Community College of Baltimore's FY 1978 Graduates. Baltimore, Maryland. (ERIC Document Reproduction Service No. ED 183 224).
- Carnoy, M. ((1979). Education and Employment: A Methodology for Local Policy Research. United Nations Educational, Scientific, and Cultural Organization, Paris, France. International Institution for Educational Planning. (ERIC Document Reproduction Service No. ED 189 268).
- Cedergren, K. W. (1985, April) A Study of Business Division Core Curriculum Strengths and Weakness as Perceived by Graduates of the Classes of 1980 and 1981 at Roger Williams College. Paper presented at the Annual Conference of the New England Education Research Organization, Rockport, Maine. (ERIC Document Reproduction Service No. ED 273 199).
- Fitz-Gibbon, Carol T & Morris, Lynn L. (1987). How to Design a Program Evaluation. Newbury Park, CA: Sage.
- Gerbert, B. (1987, December). Recent Graduates' Evaluation of Their Dental School Education. Journal of Dental Education, Vol 51-2, pp.697-700.
- Houghton, E. (1971). A Follow-up Study of the Business Graduates of Southern Oregon College, 1964-1969. Unpublished Doctoral thesis, Southern Oregon College, Ashland, Oregon.

- Hoyt, K. B. (1989, March). Policy Implications of Gallup Data on Adult Employed Workers. Vocational Education Journal. Vol 64-2, pp. 18-22.
- Konrad, A.G. (1975). ...And They rode Off Madly in All Directions. University of Alberta, Canada.
- Popham, W.J. (1975). Educational evaluation. Englewood Cliffs, NJ: Prentiss-Hall.
- Popham, W.J. (1981). Modern educational measurement. Englewood Cliffs, NJ: Prentiss-Hall.
- Stufflebeam, D.L., Foley, W.J., Gephart, W.J., Guba, E.G., Hammond, R.L., Merriman, H.O., & Provus, M.M. (1971). Educational evaluation and decision making. Itasca, IL: Peacock.
- Travis, I.F. & Jones S. (1976). Engineering Technologies Program Evaluation. Lorain County Community College, Elyria, Ohio. (ERIC Document Reproduction Service No. ED 184 595).
- Wheelock, G.C. & Zekeri, A.A. (1988, February). Evaluation of Curriculum Competencies and Skills by Land-Grant University Alumni. Paper presented at the 85th Annual Meeting of the Southern Association of Agricultural Scientists, New Orleans, Louisiana.

Appendix A. - Client Requested Demographics

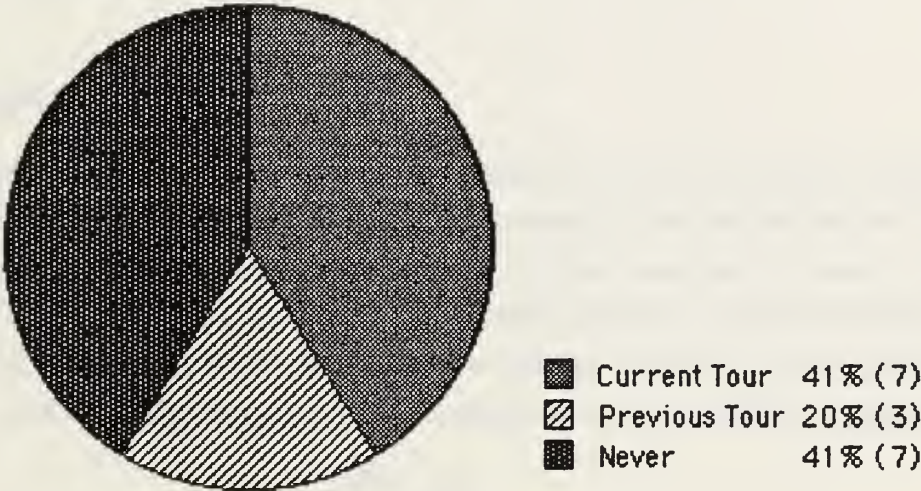
This next section of findings will report the information collected specifically at the clients request.

Current Billet

The first question to be addressed is the utilization of ETMS officers in specific XX37 coded billets. Figure 3 is a pie chart representation of the respondents (ETMS officers only) cited tour utilization history. It reveals several interesting trends. The foremost being that nearly half (41%) of the respondents have not had a utilization tour to date. This is especially alarming in that it identifies the underutilization of a readily available and costly asset: Navy officers with masters degrees in education that were frequently fully funded by the government.

Figure 3

ETMS Officer XX37P Billet Utilization



Of the 17 ETMS Officer responses (including the interviewees) six were placed in utilization tours immediately after graduation, four on their second tour after graduation. As noted above the remaining seven have never had a utilization tour. Personal preference may be a factor in this, as officers frequently choose billets outside of their subspecialty for various reasons.

Universities Attended

The following table identifies the respondents by the universities they attended during their participation in the the ETMS program. Only five of the possible eight universities are represented in the sample, but each is relatively equal in representation.

Table 11
Breakdown of ETMS Graduate Respondents
by University
N=17*

Stanford %(N)	George Washington %(N)	West Florida %(N)	Old Dominion %(N)	San Diego State %(N)
20% (3)	27% (4)	27% (4)	27% (4)	13% (2)

Continuing Education

Of the 17 ETMS officers (including interviewees) only 2 had, or are pursuing continuing education. Of those two, one is taking courses in Education and Human Resources Development, the other has completed a doctorate in Education Administration.

Career Enhancement

This question is very pertinent as the Navy continues to shift back and forth from a strictly leadership track to one more based on a subspecialty career emphasis. It is interesting to note that the majority of both the ETMS officers and their supervisors cited the Department Head tour as more career enhancing. The comments made by the three respondents that answered out of category, were particularly helpful in identifying what is perceived as "the best of both worlds", the optimum answer: a dual Department Head/Utilization tour. Unfortunately this type of billet is considerably rare in ETMS assignments.

Table 12
ETMS Officer and Supervisor
Career Concepts
N=23*

Most Career Enhancing after Graduation?	Subspecialty Utilization Tour % (N)	Department Head Tour % (N)
ETMS officers	27% (4)	60% (9)
ETMS Officer Interviewees	0%	100% (2)
ETMS Officer Supervisors	17% (1)	66% (4)
Total	35% (5)	52% (15)

* Two of the ETMS officers and one Supervisor wrote in that the "ideal career enhancing tour" after graduation would be a Department Head/Utilization tour.

Appendix B. - Questionnaires

ETMS Officer Questionnaire

Try to remember back, and based solely on your ETMS degree education for the XX37P subspecialty, please rate the the following Education Skill Requirements by the level of knowledge you acquired and it's applicability and relevance to your current job. Please read each skill area and circle the level that most closely matches yours. There are six possible responses: Very High, High, Moderate, Low, Very Low, and No Opinion.

At the end there are eight general information questions, followed by space for your recommendations on improving the ETMS program. Feel free to add any additional comments that you feel would be pertinent. Thank you again for your time.

1. Level of knowledge of basic Management Principles:	Very High	High	Moderate	Low	Very Low	No Opinion
• fundamental management theories	Very High	High	Moderate	Low	Very Low	No Opinion
• management system basic elements	Very High	High	Moderate	Low	Very Low	No Opinion
• resource management system	Very High	High	Moderate	Low	Very Low	No Opinion
2. Level of relevance of basic Management Principles to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
3. Level of knowledge of Naval Education and Training (NAVEDTRA) organization and operations:	Very High	High	Moderate	Low	Very Low	No Opinion
• organizational structure	Very High	High	Moderate	Low	Very Low	No Opinion
• training program implementation procedures	Very High	High	Moderate	Low	Very Low	No Opinion
• training program maintenance	Very High	High	Moderate	Low	Very Low	No Opinion
• training requirement validation	Very High	High	Moderate	Low	Very Low	No Opinion
• education and training roles of Navy commands	Very High	High	Moderate	Low	Very Low	No Opinion
4. Level of relevance of NAVEDTRA organization and operations knowledge to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
5. Level of knowledge of Planning, Programming and Budgeting System (PPBS):	Very High	High	Moderate	Low	Very Low	No Opinion
• translating validation into acquisition	Very High	High	Moderate	Low	Very Low	No Opinion
6. Level of relevance of PPBS to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
7. Level of knowledge of the principles and applications of Instructional Systems Development (ISD):	Very High	High	Moderate	Low	Very Low	No Opinion
• Tenets of instructional technology and ISD	Very High	High	Moderate	Low	Very Low	No Opinion
• ISD advantages	Very High	High	Moderate	Low	Very Low	No Opinion
• instructor roles with ISD	Very High	High	Moderate	Low	Very Low	No Opinion
8. Level of relevance of ISD to your job.	Very High	High	Moderate	Low	Very Low	No Opinion

9. Level of knowledge of Personnel/Manpower management policies and procedures:	Very High	High	Moderate	Low	Very Low	No Opinion
• theories of manpower management	Very High	High	Moderate	Low	Very Low	No Opinion
• tenets of personnel administration	Very High	High	Moderate	Low	Very Low	No Opinion
10. Level of relevance of basic Personnel/Manpower management policies and procedures to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
11. Level of knowledge of training/educational psychology:	Very High	High	Moderate	Low	Very Low	No Opinion
• learning processes	Very High	High	Moderate	Low	Very Low	No Opinion
• learning theory	Very High	High	Moderate	Low	Very Low	No Opinion
12. Level of relevance of Training/Educational Psychology to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
13. Level of knowledge of the Training Research and Development process:	Very High	High	Moderate	Low	Very Low	No Opinion
• steps for the research and development process	Very High	High	Moderate	Low	Very Low	No Opinion
• research and development initiation and guidance	Very High	High	Moderate	Low	Very Low	No Opinion
14. Level of relevance of the Training Research and Development process to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
15. Level of knowledge of the applications of computer technology to Education/Training management:	Very High	High	Moderate	Low	Very Low	No Opinion
• ADP systems	Very High	High	Moderate	Low	Very Low	No Opinion
• computer theory and system analysis	Very High	High	Moderate	Low	Very Low	No Opinion
• management of computer applications	Very High	High	Moderate	Low	Very Low	No Opinion
• computer capability/limitations	Very High	High	Moderate	Low	Very Low	No Opinion
• computer assisted instruction	Very High	High	Moderate	Low	Very Low	No Opinion
16. Level of relevance of computer technology knowledge to your job.	Very High	High	Moderate	Low	Very Low	No Opinion
17. Level of knowledge on Contract Administration:	Very High	High	Moderate	Low	Very Low	No Opinion
• procurement management	Very High	High	Moderate	Low	Very Low	No Opinion
• procurement regulations	Very High	High	Moderate	Low	Very Low	No Opinion
• product evaluation	Very High	High	Moderate	Low	Very Low	No Opinion
18. Level of relevance of Contract Administration to your job.	Very High	High	Moderate	Low	Very Low	No Opinion

28. If you could, what changes/improvements would you make to the ETMS program, or the university's curriculum to make it more job relevant?

Please feel free to make any additional comments.

Thank you again for your help.

ETMS Supervisor Questionnaire

Based on your knowledge of and experience with the XX37P officer who works for you, please rate him/her on the following Education Skill Requirements by the level of knowledge displayed to you. Also please rate the level of applicability and relevance of these skills to his/her job. Please read each skill area and circle the level that most closely matches. There are six possible responses: Very High, High, Moderate, Low, Very Low, and No Opinion.

At the end there are six general information questions, followed by space for any recommendations you may have for improving the ETMS program/curricula. Feel free to add any additional comments that you feel would be pertinent. Thank you again for your time.

1. Level of knowledge of basic Management Principles:	Very High	High	Moderate	Low	Very Low	No Opinion
• fundamental management theories	Very High	High	Moderate	Low	Very Low	No Opinion
• management system basic elements	Very High	High	Moderate	Low	Very Low	No Opinion
• resource management system	Very High	High	Moderate	Low	Very Low	No Opinion
2. Level of relevance of basic Management Principles to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
3. Level of knowledge of Naval Education and Training (NAVEDTRA) organization and operations:	Very High	High	Moderate	Low	Very Low	No Opinion
• organizational structure	Very High	High	Moderate	Low	Very Low	No Opinion
• training program implementation procedures	Very High	High	Moderate	Low	Very Low	No Opinion
• training program maintenance	Very High	High	Moderate	Low	Very Low	No Opinion
• training requirement validation	Very High	High	Moderate	Low	Very Low	No Opinion
• education and training roles of Navy commands	Very High	High	Moderate	Low	Very Low	No Opinion
4. Level of relevance of NAVEDTRA organization and operations knowledge to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
5. Level of knowledge of Planning, Programming and Budgeting System (PPBS):	Very High	High	Moderate	Low	Very Low	No Opinion
• translating validation into acquisition	Very High	High	Moderate	Low	Very Low	No Opinion
6. Level of relevance of PPBS to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
7. Level of knowledge of the principles and applications of Instructional Systems Development (ISD):	Very High	High	Moderate	Low	Very Low	No Opinion
• Tenets of instructional technology and ISD	Very High	High	Moderate	Low	Very Low	No Opinion
• ISD advantages	Very High	High	Moderate	Low	Very Low	No Opinion
• instructor roles with ISD	Very High	High	Moderate	Low	Very Low	No Opinion
8. Level of relevance of ISD to the job.	Very High	High	Moderate	Low	Very Low	No Opinion

9. Level of knowledge of Personnel/Manpower management policies and procedures:	Very High	High	Moderate	Low	Very Low	No Opinion
• theories of manpower management	Very High	High	Moderate	Low	Very Low	No Opinion
• tenets of personnel administration	Very High	High	Moderate	Low	Very Low	No Opinion
10. Level of relevance of basic Personnel/Manpower management policies and procedures to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
11. Level of knowledge of training/educational psychology:	Very High	High	Moderate	Low	Very Low	No Opinion
• learning processes	Very High	High	Moderate	Low	Very Low	No Opinion
• learning theory	Very High	High	Moderate	Low	Very Low	No Opinion
12. Level of relevance of Training/Educational Psychology to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
13. Level of knowledge of the Training Research and Development process:	Very High	High	Moderate	Low	Very Low	No Opinion
• steps for the research and development process	Very High	High	Moderate	Low	Very Low	No Opinion
• research and development initiation and guidance	Very High	High	Moderate	Low	Very Low	No Opinion
14. Level of relevance of the Training Research and Development process to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
15. Level of knowledge of the applications of computer technology to Education/Training management:	Very High	High	Moderate	Low	Very Low	No Opinion
• ADP systems	Very High	High	Moderate	Low	Very Low	No Opinion
• computer theory and system analysis	Very High	High	Moderate	Low	Very Low	No Opinion
• management of computer applications	Very High	High	Moderate	Low	Very Low	No Opinion
• computer capability/limitations	Very High	High	Moderate	Low	Very Low	No Opinion
• computer assisted instruction	Very High	High	Moderate	Low	Very Low	No Opinion
16. Level of relevance of computer technology knowledge to the job.	Very High	High	Moderate	Low	Very Low	No Opinion
17. Level of knowledge on Contract Administration:	Very High	High	Moderate	Low	Very Low	No Opinion
• procurement management	Very High	High	Moderate	Low	Very Low	No Opinion
• procurement regulations	Very High	High	Moderate	Low	Very Low	No Opinion
• product evaluation	Very High	High	Moderate	Low	Very Low	No Opinion
18. Level of relevance of Contract Administration to the job.	Very High	High	Moderate	Low	Very Low	No Opinion

- | | | | | | | |
|---|-----------|------|----------|-----|----------|------------|
| 19. Level of knowledge on existing and conceptual training systems: | Very High | High | Moderate | Low | Very Low | No Opinion |
| • non ISD training theories: assets/limitations | Very High | High | Moderate | Low | Very Low | No Opinion |
20. Level of relevance of knowledge on existing and conceptual training systems to the job.
- | | | | | | | |
|--|-----------|------|----------|-----|----------|------------|
| | Very High | High | Moderate | Low | Very Low | No Opinion |
|--|-----------|------|----------|-----|----------|------------|
21. Do you know what university your XX37P officer attended during his/her participation in the ETMS program?
22. Do you know if your XX37P officer is/has pursued continuing education since graduation?
- If yes, do you know what courses and in what field?
23. What do you feel is more career enhancing for an XX37P officer for after graduation; a department head or utilization tour?
24. Is there anything that positively stands out about your XX37P officer's knowledge and ability?
25. Is there anything that negatively stands out about your XX37P officer's knowledge and ability??

26. If you could, what changes/improvements would you make to the ETMS program, or curriculum to make it more job relevant?

Please feel free to make any additional comments.

Thank you again for your help.

Appendix C. - Questionnaire and Interview Open Response Summary

Positive ETMS Program Responses

- #
- II Interesting subject variety and selection
- II Good adult learning and educational psychology courses
- II Outstanding ISD instruction
- II Business courses were the most valuable
- II Graduates have an extensive background in Educational Training and Management
- PPBS course offered was relevant and useful
- Practicum for Principals was the best course
- It made me computer literate (finally)
- Outstanding instructors
- ODU program is more adult learning/HRD thus more relevant than other programs
- Economics of Education course was great
- Teacher Evaluation course was very relevant for Navy instructor evaluations
- Good educational administration, personnel and organizational change courses
- Statistics course was very useful to my current job.
- Excellent cognitive learning theory

Negative ETMS Program Responses

- #
- IV University ETMS program advisor is not helpful
- IV Courses geared strictly to civilian programs/needs (primarily teachers and principals)
- V Many course options in the program are not applicable (ie. School Law, Computer Programming, Client/consultant courses)
- III No courses on Contract Administration - need for job
- III Management courses redundant for Naval Officers
- II Frequently courses most relevant to ESR's not offered (during program completion time)
- Most of what we learned is not relevant or used on the job
- XX37P officers not fully utilized in fleet jobs
- Insufficient time to complete the program
- Civilian instructors have no experience with Navy Education and Training
- ETMS curriculum is disorganized
- No mentors available
- Business courses very hard to enroll in

Recommended Change Responses to Improve ETMS Program

Add courses on:

- IV Contract Administration
- III Program evaluation
- II How Navy training courses curriculum are designed and developed
- II ISD (specially test development and objective writing
- II Navy Training ESR course
- II Educational Technology (development and training aids)
- 3 or 4 elective courses for area of concentration (ED or HRD)
- Training research and development
- Front end analysis
- II Allow more time for program completion

General Respondent Recommendations for XX37's

- Create a specific XX37 career progression
- Ensure first tour is a utilization tour
- Ensure First tour is a "schools house" tour
- CNET should track XX37's to ensure maximum utilization tours

Appendix D. - Cover Letters

9 April 1991

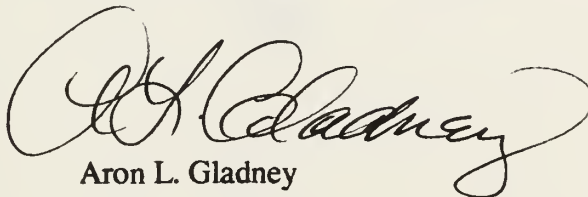
Dear Sir,

I am a graduate student in the Education and Training Management Subspecialty (ETMS) program at San Diego State University. Currently I am working on my masters project, an evaluation of the ETMS program, for Dr. J.D. Smith at the office of the Chief of Naval Education and Training (CNET). The focus of this evaluation is to determine the level to which various civilian universities' curricula help ETMS subspecialists (XX37P coded officers) acquire knowledge from the ten education skill areas defined by CNET, and the relevance and applicability of this knowledge to an XX37P officers job in the fleet. Your input is vital to this evaluation.

Enclosed is a short questionnaire, and a return addressed envelope. It should take approximately 10 to 15 minutes to complete. If you do not directly oversee the XX37P officer at you command, please ask the responsible department head to complete and return it as soon as possible. If there are more than one XX37P officer at you command, if you wish, please make copies of this questionnaire to accommodate them. If you would like a copy of the finished evaluation summary, just write a note at the end of the questionnaire.

This evaluation will not be valid without your input. Thank you in advance for you assistance. With your participation, this evaluation will help to improve the ETMS program for the fleet and future graduates.

Very respectfully,

A handwritten signature in black ink, appearing to read "A. Gladney", written in a cursive style.

Aron L. Gladney

LT USN

9 April 1991

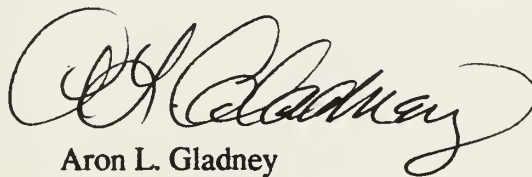
Dear ETMS Subspecialist,

I am an ETMS graduate student currently working on my masters project at San Diego State University. The project is an evaluation of the ETMS program, for Dr. J.D. Smith at CNET. The focus of the evaluation is to determine the level to which the various universities' curricula helped you acquire the knowledge from the ten education skill areas, and the relevance and applicability of this knowledge to your job as an XX37P. Your input is vital to this evaluation.

Enclosed is a short questionnaire, and a return addressed envelope. It should take you approximately 10 to 15 minutes to complete it. If you are not currently in a XX37P coded billet, please answer the questions relating them to your last utilization tour. Please return it as soon as possible. If you would like a copy of the finished evaluation summary, just write a note at the end of the questionnaire.

This evaluation will not be valid without your input. Thank you in advance for you assistance and expediency. With your participation, this evaluation will help to improve the ETMS program for future graduates.

Very respectfully,

A handwritten signature in black ink, appearing to read 'A. Gladney', with a large, stylized initial 'A'.

Aron L. Gladney

LT USN

Appendix E. - ESR Course Addition Information

FALL SEMESTER 1991
ETMS STUDENTS

ELS 697 Topics: Perspectives of Navy Training

Index Number: 58308

Wednesday, 4:20 - 6:50, Batten Arts & Letters Building, Room 331

This course is designed to incorporate many of the education and training objectives in the Education, Training, and Management Subspecialty (ETMS) curriculum offered at ODU into a concise 13 week, three hour course. A seminar approach will be used with much of the material presented by guest lecturers, and tours of local training facilities and commands.

General Objectives:

1. Develop an understanding of the various innovative applications to Navy training and appropriate uses of these approaches.
2. Understand the Navy requirements for training in the 21st century and new approaches to meet those needs.
3. Become familiar with the Navy's ETMS billet availabilities and selected career assignments.
4. Consider potential applications of the ETMS training received through the university assignments.
5. Be aware of selected local facilities and each command's approach towards fulfilling its mission and supporting Navy training.

All ETMS students should plan take this course as part of their 36 hour program.

Thesis

G456455 Gladney

c.1 Evaluation of the
U.S. Navy Education and
Training Management
Subspecialty program.



DUDLEY KNOX LIBRARY



3 2768 00011947 3